

## NWEA Coaching Services

### Overview of Professional Learning Sessions

NWEA Coaches work with partners to design, implement, and sustain effective professional practices. As an integral component of a comprehensive professional development plan, NWEA Coaching provides support and guidance for the development of reflective professional practice and self-directed professional learning aligned with improved student outcomes. NWEA Coaching is uniquely positioned to accelerate professional learning by extending and deepening opportunities for application, generalization, transfer, and integration of professional learning within “real-life”, day-to-day work environments.

### Configuring a Personalized Coaching Plan

The initial Coaching Discovery and Planning Call between the partner and the NWEA Coach is the first phase in developing a plan for services that is relevant, meaningful, and timely: Targeted to your goals. Key questions for Coaching Discovery and Planning Call:

- *Where do you want to be (goals)?*
- *Where are you now in relation to your goals (current reality)?*
- *What will you do to bridge the gap (action)?*

**PLANNING:** The Coaching Discovery and Planning Call includes configuration of coaching session(s), types and numbers of participants, scheduling of the onsite day(s), and review of logistical set-up and site requirements.

**TIME:** Onsite Coaching Sessions are 6 hours long. Pre- and Post-Teleconference Sessions with the NWEA Coach, which range from 1 to 2 hours per session are included in the total price of your coaching session. When multiple coaching days are desired for the district, they may be scheduled consecutively or across the academic year. A discount of \$600 per day will be applied for each additional consecutive day of coaching to be delivered.

### Set-up and Site Requirements

**ONSITE COACHING SESSIONS:** Site requirements for Coaching Services will vary according to the type of Coaching Plan that the partner and coach develop. Typically, coaches need access to a projector and screen. Often, they will need access to a computer lab or computers with Internet connectivity. The best arrangement for these professional learning sessions will be tables, which seat groups of 4 to 8 participants.

COACHING SOLUTIONS	DESCRIPTION	INTENDED AUDIENCE, TIME, SPACE, DELIVERY MODALITY
<b>Data Conversations</b>	<p><i>Analyze and apply data for increased student growth.</i></p> <ul style="list-style-type: none"> <li>NWEA Coaches work with educators to build school and district capacity and conduct effective data conversations that identify problems and successes, causal analysis for solution-focused planning, and enhance decision-making at all levels of the organization.</li> </ul> <p>NWEA coaches meet partners “where they are” in the process of developing expertise and refining the data analysis, planning, and implementation process for optimal results. As part of that process, skill and expertise in the “Culture of Data Use” will be developed as needed to increase the effectiveness and quality of team collaboration.</p>	<p><b>Target Audience:</b> District and School leadership teams, principals, teachers, instructional coaches, grade level teams, data teams, and school intervention teams.</p> <p><b>Onsite Coaching Sessions:</b> 6 hours; up to 40 participants. <i>TBD by NWEA Coach.</i></p> <p><b>Pre- and Post-Onsite Session Coaching:</b> Included with the coaching day are 2 teleconference sessions (1-2 hours per session), for planning and debriefing the session; up to 10 participants.</p>
<b>Goal-Focused Planning and Alignment</b>	<p><i>Build comprehensive and integrated plans that maximize student achievement.</i></p> <ul style="list-style-type: none"> <li>In this session, NWEA Coaches facilitate a process in which educators draw upon their professional expertise in the analysis and development of professional learning plans aligned with student learning needs. Coaches work with staff to develop plans that maximize local and external professional learning resources to attain targeted goals for growth and achievement.</li> </ul>	
<b>Assessment Program Alignment</b>	<p><i>Make essential connections between assessments and student learning.</i></p> <ul style="list-style-type: none"> <li>This session includes processes to assist educators in building data literacy district-wide. Aligning the use of current school and district assessments and understanding the interrelationships of assessment, curriculum, and instruction are emphasized. Participants collaborate in establishing priorities for assessment practices and appropriate use of resulting data.</li> </ul>	

## An In-Depth Look: What Problems Do NWEA Coaching Services Help Educators Solve?

### Coaching Solution: Data Conversations

Problems Partners Share	Solutions we offer:
<ul style="list-style-type: none"> <li>“We have time scheduled for looking at data but aren’t sure how to use it.”</li> <li>“Sometimes we just seem to get stuck in the same nonproductive conversations. I’d like to see us collaborate together more effectively.”</li> </ul>	<ul style="list-style-type: none"> <li>Build capacity in conducting effective practices for data analysis, planning, and implementation of strategies for school improvement.</li> <li>Strengthen understanding and expertise in critical components of a “Culture of Data Use” and collaborative learning.</li> </ul>

## Coaching Solution: Data Conversations (continued)

Problems Partners Share	Solutions we offer:
<ul style="list-style-type: none"> <li>▪ “We have plenty of data but we are not seeing the increases in student growth and achievement that we would like to see.”</li> <li>▪ “We all seem to be looking at data differently with everyone using different approaches.</li> <li>▪ “Too much data can be paralyzing—analysis paralysis. We have a lot of data but need to know how to make effective decisions and plans with it.”</li> <li>▪ “We have some shared protocols in place for data analysis, but there are some parts we just aren’t completely clear on.”</li> <li>▪ “As a leadership team, we’re wondering how we can coordinate plans better in light of school and district trends.”</li> <li>▪ “We have been using MAP for grouping decisions but we don’t see our MAP data correlating to our state summative test results.”</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase the practice of consistent and frequent examination of data to continuously assess student learning and move toward improvement.</li> <li>▪ Develop professional learning focus points for effective data analysis and planning connected to student learning gaps.</li> <li>▪ Develop proficiency in using multiple points of data in order to set individual and school-wide learning goals and evaluate curriculum, instructional strategies, and resource allocation to inform other programmatic decisions.</li> <li>▪ Develop shared ownership for each student’s growth across all parts of the learning organization.</li> <li>▪ Increase organization-wide coordination of analysis and planning.</li> </ul>

## Coaching Solution: Goal-Focused Planning and Alignment

Problems Partners Share	Solutions we offer:
<ul style="list-style-type: none"> <li>▪ “Often our professional development seems disconnected from our real work.”</li> <li>▪ “Frequently, even when I enjoy a professional development session, afterwards the materials just sit on the shelf.”</li> <li>▪ “We need a cohesive professional development plan that is relevant to our work.”</li> <li>▪ “We want to have influence on the type of professional development we receive. We know what we need to learn to address student learning gaps.”</li> <li>▪ “We need to find a way to get more direct input from educators regarding what kind of professional development they need and why.”</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw upon individual and team professional expertise in the analysis and development of professional learning plans aligned with student learning needs.</li> <li>▪ Identify and coordinate local and external professional learning resources and opportunities to support goal-focused professional learning.</li> <li>▪ Develop the capacity to recognize and build upon key leverage points within multiple components of the educational community.</li> <li>▪ Conduct analysis and planning for relevant professional development.</li> <li>▪ Make essential connections between student learning gaps and professional learning resources.</li> </ul>

## Coaching Solution: Assessment Program Alignment

Problems Partners Share	Solutions we offer:
<ul style="list-style-type: none"> <li>▪ “We give too many assessments. We interrupt our instruction all year long.”</li> <li>▪ “We have too much data and too little time to really make sense of it. How do we prioritize?”</li> <li>▪ “We seem to have lots of different opinions about which assessments are most important.”</li> <li>▪ “When the reports say different things, how do we know which data is right?”</li> <li>▪ “Even though we have a lot of assessments, how do we know if we are missing something?”</li> <li>▪ “We are using data from our assessments to build our plans, but don’t seem to be seeing improvement in our results.”</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make essential connections among assessments and student learning.</li> <li>▪ Establish shared foundational knowledge of assessment literacy and support the development of assessment literacy across the educational community.</li> <li>▪ Support members of District and School Leadership Teams in examining their current assessment systems with a focus on purpose, utilization, alignment, and accountability.</li> <li>▪ Engage in discussion and planning in the analysis, alignment, and prioritization of assessments, instructional resources, strategies, and practices.</li> <li>▪ Develop sustainable plans that reflect a shared vision and organizational direction for the use of assessment tools, curriculum, and instruction to increase student growth and achievement.</li> </ul>